



School Quality Review Report

Coquillard Traditional School

South Bend Community Schools

February 20-21, 2018

Review Team Members

John Purcell	School Improvement Specialist	Indiana Department of Education
Rob Lugo	Principal	North Elementary School
Melissa Pickens	Literacy Coach	River Birch Elementary School
Graham Collins	Federal Grants Specialist	Indiana Department of Education

Table of Contents

I.	Background on the School Quality Review	3
II.	Overview of the School Quality Review Process.....	4
III.	Data Snapshot for Coquillard Traditional School.....	5
IV.	Evidence and Rating for School Turnaround Principle #1: Effective School Leadership.....	8
V.	Evidence and Rating for School Turnaround Principle #2: School Climate and Culture	10
VI.	Evidence and Rating for School Turnaround Principle #3: Effective Instruction	11
VII.	Recommendations	13
VIII.	Appendix A: Evidence for Remaining School Turnaround Principles	18

I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

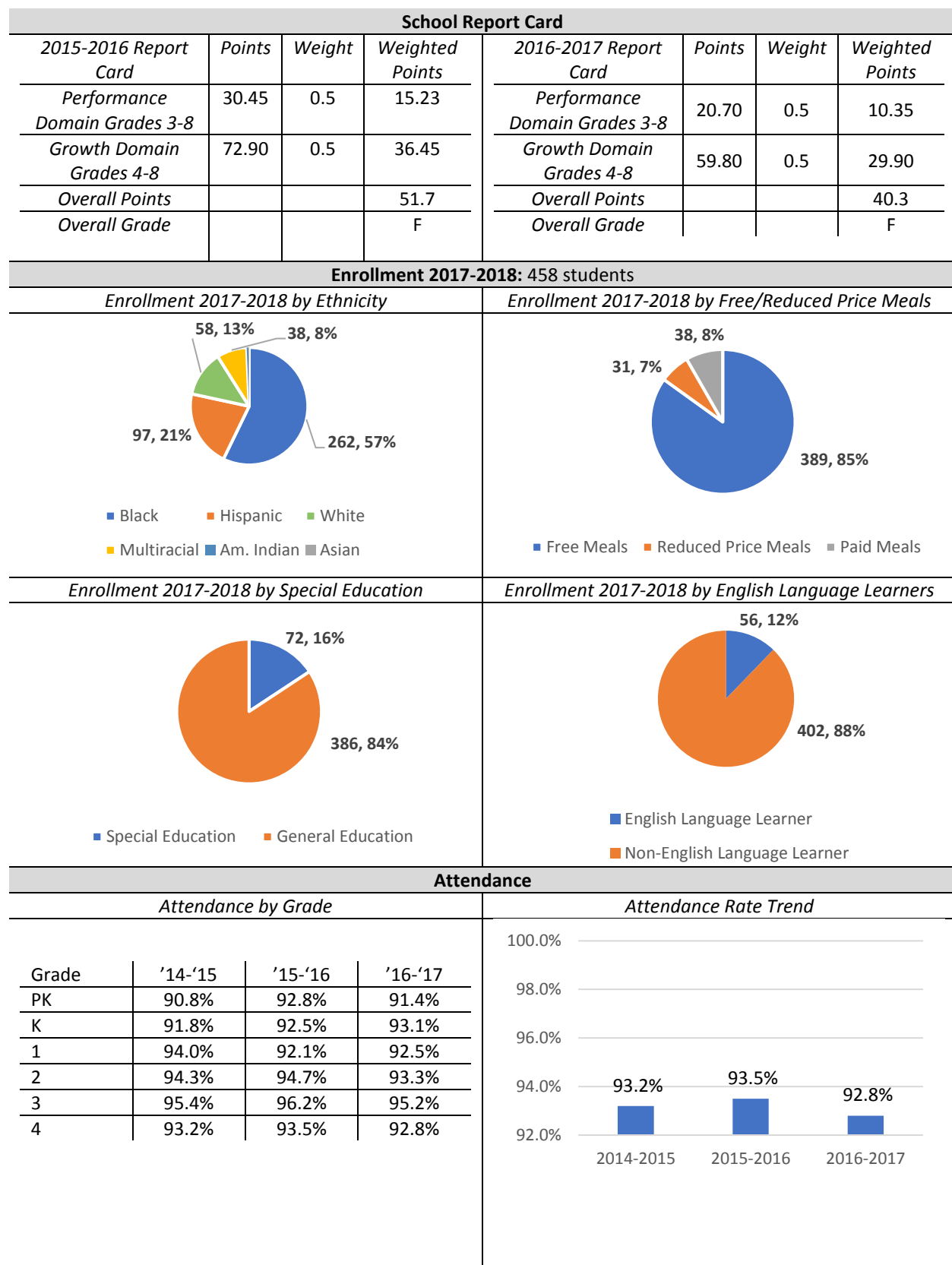
II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Coquillard Traditional School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

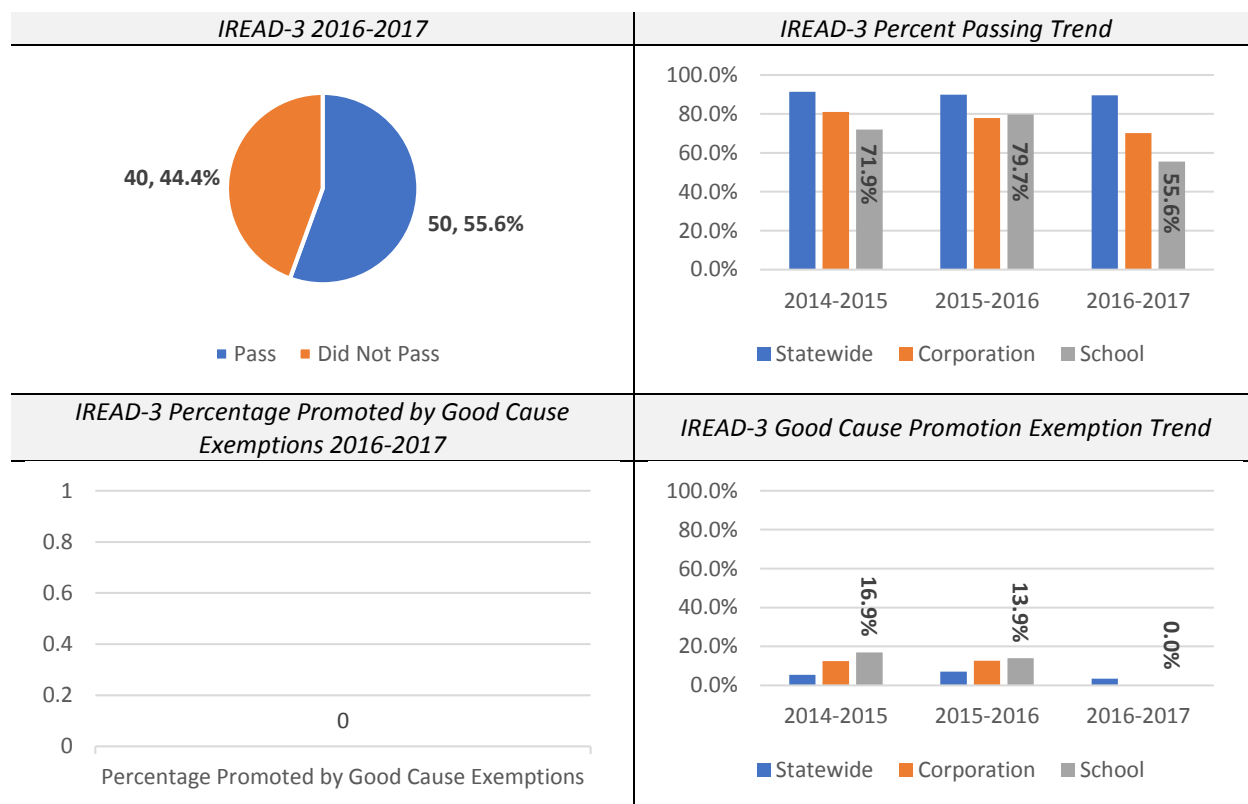
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, staff, parents, and community members, (2) observed a professional learning community meeting with teachers, (3) conducted 21 classroom observations, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with all teachers participating. Parents were also invited to complete a survey, resulting in the completion of 43 surveys. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III. Data Snapshot for Coquillard Traditional School



School Personnel																															
Teacher Count 2015-2016: 27																															
<p>Teacher Count 2015-2016 by Ethnicity</p> <table><tr><th>Ethnicity</th><th>Count</th><th>Percentage</th></tr><tr><td>White</td><td>22</td><td>81%</td></tr><tr><td>Black</td><td>4</td><td>15%</td></tr><tr><td>Hispanic</td><td>1</td><td>4%</td></tr></table>	Ethnicity	Count	Percentage	White	22	81%	Black	4	15%	Hispanic	1	4%	<p>Teacher Count 2015-2016 by Years of Experience</p> <table><tr><th>Years of Experience</th><th>Count</th><th>Percentage</th></tr><tr><td>0-5 years</td><td>2</td><td>7%</td></tr><tr><td>6-10 years</td><td>6</td><td>22%</td></tr><tr><td>11-15 years</td><td>8</td><td>30%</td></tr><tr><td>16-20 years</td><td>5</td><td>19%</td></tr><tr><td>20+ years</td><td>2</td><td>7%</td></tr></table>	Years of Experience	Count	Percentage	0-5 years	2	7%	6-10 years	6	22%	11-15 years	8	30%	16-20 years	5	19%	20+ years	2	7%
Ethnicity	Count	Percentage																													
White	22	81%																													
Black	4	15%																													
Hispanic	1	4%																													
Years of Experience	Count	Percentage																													
0-5 years	2	7%																													
6-10 years	6	22%																													
11-15 years	8	30%																													
16-20 years	5	19%																													
20+ years	2	7%																													
Student Academic Performance																															
<p>ISTEP+ 2016-2017 Both English/Language Arts and Math</p> <table><tr><th>Result</th><th>Count</th><th>Percentage</th></tr><tr><td>Pass</td><td>157</td><td>91.3%</td></tr><tr><td>Did Not Pass</td><td>36</td><td>8.7%</td></tr></table>	Result	Count	Percentage	Pass	157	91.3%	Did Not Pass	36	8.7%	<p>ISTEP+ Percent Passing Trend Both English/Language Arts and Math</p> <table><tr><th>Year</th><th>Statewide</th><th>Corporation</th><th>School</th></tr><tr><td>2014-2015</td><td>55.0%</td><td>32.0%</td><td>21.7%</td></tr><tr><td>2015-2016</td><td>53.0%</td><td>30.0%</td><td>17.6%</td></tr><tr><td>2016-2017</td><td>53.0%</td><td>27.0%</td><td>8.7%</td></tr></table>	Year	Statewide	Corporation	School	2014-2015	55.0%	32.0%	21.7%	2015-2016	53.0%	30.0%	17.6%	2016-2017	53.0%	27.0%	8.7%					
Result	Count	Percentage																													
Pass	157	91.3%																													
Did Not Pass	36	8.7%																													
Year	Statewide	Corporation	School																												
2014-2015	55.0%	32.0%	21.7%																												
2015-2016	53.0%	30.0%	17.6%																												
2016-2017	53.0%	27.0%	8.7%																												
<p>ISTEP+ 2016-2017: English/Language Arts</p> <table><tr><th>Result</th><th>Count</th><th>Percentage</th></tr><tr><td>Pass</td><td>126</td><td>72.4%</td></tr><tr><td>Did Not Pass</td><td>48</td><td>27.6%</td></tr></table>	Result	Count	Percentage	Pass	126	72.4%	Did Not Pass	48	27.6%	<p>ISTEP+ Percent Passing Trend: English/Language Arts</p> <table><tr><th>Year</th><th>Statewide</th><th>Corporation</th><th>School</th></tr><tr><td>2014-2015</td><td>68.0%</td><td>50.0%</td><td>41.5%</td></tr><tr><td>2015-2016</td><td>67.0%</td><td>47.0%</td><td>34.5%</td></tr><tr><td>2016-2017</td><td>67.0%</td><td>42.0%</td><td>27.6%</td></tr></table>	Year	Statewide	Corporation	School	2014-2015	68.0%	50.0%	41.5%	2015-2016	67.0%	47.0%	34.5%	2016-2017	67.0%	42.0%	27.6%					
Result	Count	Percentage																													
Pass	126	72.4%																													
Did Not Pass	48	27.6%																													
Year	Statewide	Corporation	School																												
2014-2015	68.0%	50.0%	41.5%																												
2015-2016	67.0%	47.0%	34.5%																												
2016-2017	67.0%	42.0%	27.6%																												
<p>ISTEP+ 2016-2017 Math</p> <table><tr><th>Result</th><th>Count</th><th>Percentage</th></tr><tr><td>Pass</td><td>161</td><td>89.4%</td></tr><tr><td>Did Not Pass</td><td>19</td><td>10.6%</td></tr></table>	Result	Count	Percentage	Pass	161	89.4%	Did Not Pass	19	10.6%	<p>ISTEP+ Percent Passing Trend Math</p> <table><tr><th>Year</th><th>Statewide</th><th>Corporation</th><th>School</th></tr><tr><td>2014-2015</td><td>62.0%</td><td>40.0%</td><td>26.4%</td></tr><tr><td>2015-2016</td><td>60.0%</td><td>34.0%</td><td>22.1%</td></tr><tr><td>2016-2017</td><td>60.0%</td><td>31.0%</td><td>10.6%</td></tr></table>	Year	Statewide	Corporation	School	2014-2015	62.0%	40.0%	26.4%	2015-2016	60.0%	34.0%	22.1%	2016-2017	60.0%	31.0%	10.6%					
Result	Count	Percentage																													
Pass	161	89.4%																													
Did Not Pass	19	10.6%																													
Year	Statewide	Corporation	School																												
2014-2015	62.0%	40.0%	26.4%																												
2015-2016	60.0%	34.0%	22.1%																												
2016-2017	60.0%	31.0%	10.6%																												



IV. Evidence and Rating for School Turnaround Principle #1: Effective School Leadership

Background

The next three sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle #1: Effective School Leadership			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, School District Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Although some exceptions exist, parent surveys and focus group conversations with parents, students, and teachers reported that school officials often inform families about students' learning and behavior via personal contacts, regular progress reports, the student management system, and/or by distributing information to the student body. 			<ul style="list-style-type: none"> 1.10, 8.1, 8.2
<ul style="list-style-type: none"> Data gathered through teacher focus groups, interviews, and surveys showed the school leader often ensures teachers have access to standards-aligned resources. 			<ul style="list-style-type: none"> 1.5, 4.4
<ul style="list-style-type: none"> According to teacher surveys and focus group discussions, the principal communicates the importance of school improvement and expresses the necessity that such involves every classroom. 			<ul style="list-style-type: none"> 1.4, 2.3
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> No individual interviewed, in focus groups or in person, could articulate the school's vision or mission, thus revealing that such have not been effectively communicated to internal or external stakeholders. 			<ul style="list-style-type: none"> 1.1, 1.2, 1.4, 2.3
<ul style="list-style-type: none"> Information gathered through interviews with staff and parents revealed that the school improvement plan, while developed with the instructional leadership team and initially discussed with the staff, is not the catalyst for on-going improvement efforts. 			<ul style="list-style-type: none"> 1.1, 1.2, 1.4, 1.8, 1.9, 2.3, 5.2, 5.3
<ul style="list-style-type: none"> District and building initiatives, especially those that pertain to the same domain (e.g. behavior programs: PBIS, Zones of Regulation, responsive classroom, character education), are not 			<ul style="list-style-type: none"> 1.1, 1.7, 4.2, 4.3, 6.2

aligned and cause confusion among staff as to how they are to be implemented.	
<ul style="list-style-type: none"> According to the principal, the process for observing, evaluating, and making informed decisions about teacher performance is inconsistent and does not afford sufficient data to dismiss underperforming teachers. 	<ul style="list-style-type: none"> 1.5, 1.7, 1.9, 5.5, 6.3

V. Evidence and Rating for School Turnaround Principle #2: School Climate and Culture

School Turnaround Principle #2: School Climate and Culture			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Teachers work cooperatively and demonstrate collegial support by assuming responsibilities for additional students when necessitated by teacher absences, as verified by direct observation on the second day of the visit and through discussions in the Teacher and Instructional Leadership Team Focus Groups. 			<ul style="list-style-type: none"> 2.1, 2.2, 2.3
<ul style="list-style-type: none"> Students are identified and receive academic support through interventionists, the Title I program, and the special education program, as found in discussions with teachers, students, and parents. 			<ul style="list-style-type: none"> 2.2, 3.5, 4.5, 6.2
<ul style="list-style-type: none"> Provided documents and conversations with school personnel verified that a team, consisting of the principal, social worker, cognitive interventionist, family and community support specialist, and select teachers, meets monthly to review data regarding students who display significant behavioral issues. 			<ul style="list-style-type: none"> 1.3, 1.4, 2.1, 2.3

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> The principal reported the number of teacher absences for non-school related reasons as 390 in 2015-2016, (with more in 2016-2017), indicating that such affects the continuity of instruction and learning in those classes. He stressed the same concern for the classrooms where students from those rooms had to be distributed (divided between other classrooms) when no substitute teacher could be secured. 	<ul style="list-style-type: none"> 1.1, 1.4, 2.3, 5.2
<ul style="list-style-type: none"> As observed directly by the visiting team and as documented in conversations during Teacher, Student, and Parent Focus Groups, there are unclear and inconsistent policies and practices for student behavior, resulting in a variance of staff responses. 	<ul style="list-style-type: none"> 1.3, 1.4, 2.1, 2.2, 2.3
<ul style="list-style-type: none"> Although a social worker and cognitive interventionist are assigned to the school, the assignment is part-time, enabling them to be present only two days each week. Additionally, no elementary counselor is assigned to the building. This was deemed insufficient, by staff and community members given the number and severity of student behavior issues. 	<ul style="list-style-type: none"> 2.1, 2.2, 2.3, 6.1

VI. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

School Turnaround Principle #3: Effective Instruction			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Multiple sources of formative assessment data for reading are provided by the district. 			<ul style="list-style-type: none"> 3.5, 6.2

<ul style="list-style-type: none"> Academic progress is monitored through discussions of student data by some teachers with the leadership team. 	<ul style="list-style-type: none"> 3.5, 6.2
<ul style="list-style-type: none"> Based on classroom observations, teachers employed technology (e.g., interactive boards and/or personal devices used by students) to support and extend instruction. 	<ul style="list-style-type: none"> 3.2, 4.4
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Low assumptions about students' academic potential were commonly exhibited by the staff through perspectives shared during various focus groups and the School Leader Self-Evaluation. 	<ul style="list-style-type: none"> 1.4, 2.3, 3.6
<ul style="list-style-type: none"> Teachers provided verbal explanations of the lesson's objective to students (i.e., what students should know and/or be able to do as a result of the lesson) in only 55% of the classroom observed. 	<ul style="list-style-type: none"> 2.3, 3.1, 3.2
<ul style="list-style-type: none"> Evidence gathered during classroom observations and through conversations with students indicated that teachers establish little to no relevance for lesson content. 	<ul style="list-style-type: none"> 2.2, 3.2, 3.4
<ul style="list-style-type: none"> In 42% of the classrooms visited, some students were observed as inattentive and/or off-task (e.g. sitting at an "empty" desk with no textbook, book, writing material, computer with which to work; fidgeting with items such as pencils and not listening to the teacher; walking about the room and talking with other students about non-content related subjects, etc.). 	<ul style="list-style-type: none"> 2.2, 3.2, 3.6

VII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Coquillard Traditional School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Develop a purpose-driven vision and mission for Coquillard Traditional School, rooted in a defined set of stakeholders' core values and aligned with the district's vision and mission. With the vision and mission as the primary focus, initiate a comprehensive school improvement planning process for the purpose of developing a sustainable, systems-based continuous improvement strategy that will foster fulfillment of the vision, regardless of changes within the system, itself.
Aligned Turnaround Principle(s)
1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.3, 4.2, 4.3,4.4, 5.2, 5.3, 5.5, 6.2, 6.3, 8.1, 8.2
Rationale
<p>A school's vision depicts the optimal state, or ultimate desired goal, of what the school will achieve over time through continuous attention to their mission. The mission, then, supports the vision by expressing the purpose, direction, and priorities of the school. Irrespective of what is written in such statements, a school's vision must inspire all stakeholders to embrace their best efforts to make the vision a reality. The same is true for the mission. It must realistically portray that which happens (as opposed to that which may happen) in the school each day. Espoused ideas in vision and mission statements, when not evident in practice, provide little direction for educators and mislead stakeholders.</p> <p>Simply put, schools are charged with providing the highest quality education in the safest possible environment. To remain faithful to this charge, continuous attention is required to the ever-changing dynamics of curriculum and assessment, and the extent to which the school's instructional practices engender student learning, as indicated by academic achievement and other data. The principal has one of the greatest influences on student achievement and is most important driver of improvement efforts.¹ The principal is the standard bearer of the vision and mission, and must be capable of clearly explaining the school's vision and mission, as well as that which is being done (i.e. goals and status of goals) to accomplish the mission.</p>

¹ VanGronigen, B.A., Meyers, C.V., Hitt, D. H. (2017). *A rubric for assessing schools' plans for rapid improvement*. [The Center on School Turnaround]. San Francisco: WestEd.

Many initiatives, and related programs, are in place at Coquillard Traditional School. These include the behavior programs: PBIS; character education; Responsive Classroom; and, Zones of Regulation. For instruction and assessment, they include: Think Central, iStation, Mind Play, Exact Path, mClass Literacy; ISIP Reading Assessment, quarterly writing assessments, Data Wise, IREAD-3, ISTEP+, WIDA, and CogAT. The extent to which they support and further the school's mission is not discernable given the vision and mission, themselves, are unclear to staff. While some of the initiatives and programs are school-driven, others stem from the school corporation. It was evident during the school visit that stakeholders (staff, students, and parents) draw from various components of the programs, but do so to different degrees and with different approaches. The lack of consistency in program design and training contributes to the school's limited improvement in student achievement and behavior. Individually, these initiatives and programs are well-intentioned; collectively, they confuse the process of teaching and learning and draw precious time and resources away from student achievement.

An abundance of evidence collected during the visit highlighted that stakeholders desire positive, dramatic, and lasting change. A systems-based approach to school improvement provides a framework for disciplined, prudent, and focused action. It aligns and integrates school-related sub-systems (e.g. instruction, selection and allocation of resources, application of data, stakeholder relations, etc.) so they operate in concert, rather than in conflict, with one another. Much of that which is discussed in the following two recommendations are subsumed by the above recommendation and should be viewed as such.

Recommendation 2
Conduct a comprehensive study of the school's climate and culture, including a root cause analysis with emphasis on identifying causal factors and barriers related to negative issues in the existing environment. Based on the results and in accord with the vision for the school, employ a narrow set of evidence-based practices to establish and maintain a climate that ultimately shapes a culture of presumed student success. Please consider this recommendation in conjunction with Recommendation 3.
Aligned Turnaround Principle(s)
1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.5, 4.5, 5.2, 6.1, 6.2
Rationale
There is little distinction between a school's climate and culture, but the distinction, itself, has a profound impact on daily operations and, ultimately, on student achievement. Many researchers characterize climate as the 'feel' of an organization, encompassing the 'quality and character of school life.' ² Climate represents a school's attitude, as reflected in day-to-day decisions and interactions. In contrast, the culture within a school represents its

² School Climate & Culture - University of Nebraska–Lincoln. (n.d.). Retrieved from https://www.bing.com/cr?IG=F99149471C384A78A39242FAADE885B7&CID=31BDEAD7086F6A141963E17E09C06B1B&rd=1&h=J28SFxkLayq6QNzoOLoPprgS_BFTrDN-dWG5Kmq8Ndc&v=1&r=https%3a%2f%2fk12engagement.unl.edu%2fstrategy-briefs%2fSchool%2520Climate%2520%26%2520Culture%25202-6-16%2520.pdf&p=DevEx,5067.1

personality, and is formed over time as individuals develop common belief patterns, expectations, and behaviors regarding one another and about teaching and learning. In essence, character and attitudes of stakeholders, over time, become the school's personality and form the collective beliefs that establish the culture. Both, climate and culture, are of grave concern at Coquillard.

Safety, teaching and learning, and relationships are three components of school climate, according to the National School Climate Center.³ Each of these was adversely impacted by factors observed within the school. During the visit, a palpable unsettledness was present in the climate, induced mostly by students' potential and actual misbehavior. This was made all the more evident by comments shared by students in their focus group.

"You could get jumped easily."

"It's terrible; don't ever come here."

"Be careful, watch your back, have another friend watch your back."

"You ask all these questions. Are you going to stop it (bullying, outbursts,...)?"

Additionally, this unsettledness manifested in comments made by staff and community members who volunteer in the school. These comments included:

"The kids are out of control. I mean it's bad at times."

"It's not uncommon to hear teachers screaming, not really screaming, but trying to control the kids because they're so frustrated."

Consequently, the pervasive learning environment was observed to be ineffective. This climate exists in spite of numerous attempts to address it by the school and corporation, through the introduction of programs intended to mitigate student misbehavior and reinforce positive behavior.

Three student behavior management programs are in place at Coquillard Traditional School: Positive Behavioral Intervention and Supports (PBIS); character education; and, Responsive Classroom. A forth program, Zones of Regulation, is presently being introduced. Although similarities exist in the programs' overall intentions, protocols and practices vary. Staff, with whom we spoke, did not possess a collective understanding of aspects of the programs and the way in which they concur. As such, there exists a lack of operational congruity. Through direct observations by the review team, it was evident that staff's approaches to student behavior management were fragmented, inconsistent, and, in most cases, ineffective. In many classrooms and in other areas of the school, defiant and disruptive student misconduct adversely affected the operational and learning environments.

Conversations in focus groups comprised of school staff found widely held low expectations for students' academic success and self-regulation skills. Some students' perceived circumstances regarding their own behavior and learning as beyond their own

³ Shindler, J. (2010). *Transformative classroom management: positive strategies to engage all students and promote a psychology of success*. San Francisco: Jossey-Bass.

control. That is, they attributed the causes of their behaviors or academic failures to other people or conditions (environment, school rules, parents...). This external locus of control was compounded by the staff's low expectations for students' abilities to self-regulate their behavior or achieve academic success. In other words, a pervasive climate exists where students believe, "they just can't do it" and staff believe, "students just won't do it. As a result, a culture of resignation to underperformance and insecurity prevails in spite of the three well-intentioned programs.

In the final analysis, forging a culture of academic success at Coquillard depends, at least partially, on the commitment and ability of all stakeholders to define the ultimate purpose of the school (vision) and to formulate a mission that ardently supports it through clear and positively framed expectations, and the social development and academic potential of all students.

Recommendation 3
Develop a coherent teacher professional development program for building staff capacity in classroom management. Consider the inclusion of evidence-based practices that establish and maintain a climate with a designed structure, driven by sound organization, preparation, and student engagement practices. This should align with the school's mission and operate within the comprehensive systems-based school improvement framework that is developed.
Aligned Turnaround Principle(s)
1.4, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 3.6, 6.2
Rationale
<p>Student achievement is tied closely to teacher quality. Highly effective teachers possess sound content knowledge, are adept at designing and delivering instruction that correlates with students' needs, and demonstrate skill in managing student behavior. In fact, the last two characteristics are closely allied. When instruction fails to meet students' basic needs, management issues tend to arise.⁴ Effective instruction complements classroom management and classroom management complements effective instruction. Together they create synergy that cultivates an internal locus of control for both students and teachers. That is, there is a true belief by these individuals that matters are within their control, which, in turn, generates positive attitudes and a culture of optimism: "I can do this." Preparation, organization and meaningful student engagement are three necessary components for effective instruction and classroom management.</p> <p><u>Preparation</u> means lessons are carefully designed and instruction occurs without interruption due to thorough planning. For example, necessary materials are readily available and students do not have to wait as the teacher gathers materials (e.g. manipulatives, sets of books) before moving forward with the lesson.</p>

⁴ Shindler, J. (2010). *Transformative classroom management: positive strategies to engage all students and promote a psychology of success*. San Francisco: Jossey-Bass.

Organization entails room design such as furniture arrangement. For example, if a student presents potential behavioral issues his/her desk is located so the teacher has unrestricted access (e.g. a clear route) to the student from most locations in the room. Organization also includes 1) physical structure within the room with limited distractions and clutter (e.g. extraneous posted materials and stacks of books on the floor, respectively), and 2) organizational structure that promotes a sense of security (e.g. daily routines, posted agendas, etc.) This is particularly beneficial for students who have anxiety issues.

Lastly, meaningful student engagement requires students to be involved in tasks and activities in which they find relevance and a balance between challenge and success. Such activities must be paced in such a way that time-on task is maximized. Most importantly, students must know that they are working for a purpose and that their work will be reviewed with feedback provided. During the visit, many teachers noted that students were required by the district to “be on” Mind Play for 30 minutes each day. When asked how they analyzed students’ work so as to provide remedial instruction, the response reverted back to the time required by the district rather than desired levels of mastery.

It must be stated that the Technical Assistance Team found a few classrooms where preparation, organization, and engagement were present, at least in part. Students in these rooms were provided the conditions and instruction conducive to learning. Disruptive and defiant behavior were minimal, if present at all. Lesson pacing provided a balance between necessary time to understand concepts and excessive time that would foment boredom.

As noted above, despite the presence of multiple student management programs, significant issues exist to the detriment of the learning process. Evidence-based student behavior management practices are not programs, but strategies rooted in developed staff competencies and skills. When these exist with fidelity, it is of little consequence if conflicting programs are present. The culture is built around the professionalism and well-developed capacity of staff.

VIII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle #4: Curriculum, Assessment & Intervention Systems	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, School District Focus Group, Teacher Focus Group, School Improvement Plan	
Evidence Summary	
Strengths	
<ul style="list-style-type: none">• In 2017 the school corporation finalized curriculum maps aligned with the more rigorous Indiana Academic Standards.• The school corporation provided comprehensive, week-long training for the principal and a team of five staff in the use of DataWise during the summer of 2017.	
Areas for Improvement	
<ul style="list-style-type: none">• Interviews with a random sample of 12 teachers revealed they believed they were effectively using only 52% of the academic and behavioral programs in place. (e.g. DataWise, iStation, PBIS, Exact Path, Responsive Classroom, etc.)• Although a system of interventions is in place for students who struggle academically, staff could provide no clear explanation as to how the instruction and progress for those students are coordinated between support services (e.g. Title I, interventionists, etc.) and the general education classroom.	

School Turnaround Principle #5: Effective Staffing Practices	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, School Improvement Plan, Instructional Leadership Team Focus Group, Teacher Focus Group, School District Focus Group	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • The principal uses student performance data and teachers' strengths to strategically assign staff in an effort to maximize student achievement. • Professional development opportunities, regarding initiatives and programs to help staff better understand the use of data, are offered by the school corporation during the school year and over the summer. • Two reading and two mathematics interventionists are assigned to the school and work with staff to build professional capacity, assist with data interpretation, and work directly with students on specific academic deficits. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • According to meetings with the principal and the focus group with district leaders, employment and staff transfer decisions for the school are made primarily by central office personnel and do not always reflect specific staffing needs of the building. • Professional development was not shown to be linked to teacher evaluations, learning outcomes, or school-wide goals. 	

School Turnaround Principle #6: Effective Use of Data	
Evidence Sources	
Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • mClass data are reviewed regularly by staff to identify students who are not mastering basic reading skills. • A data wall is maintained and provides clear indication as to the mastery status of individual students in reading. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Evidence from interviews, focus groups, and surveys indicated that data are inconsistently used to identify schoolwide instructional practices requiring improvement. 	

- Few details could be offered to explain how triangulation of data is used to identify and track students who potentially possess the need for special education services.

School Turnaround Principle #7: Effective Use of Time

Evidence Sources

Classrooms and Schoolwide Observations, Individual Staff Interviews, School Leader Self-Assessment, Teacher Focus Group, School Improvement Plan, Artifacts Provided by Coquillard Traditional School

Evidence Summary

Strengths

- Observations and discussions with staff revealed that many teachers are flexible and will modify their schedules as necessary to afford intervention time for students who are two or more years behind.
- Collaboration/professional development time for staff is built into the schedule at the end of each day.

Areas for Improvement

- Excessive teacher absences necessitate classroom coverage by interventionists and Title I staff when a sufficient number of substitute teachers cannot be secured, thus diminishing necessary remediation time with students who require additional assistance.
- Although collaboration time is built into the schedule at the end of each day, the principal reported that obligations and requirements from the school corporation “too often” pull staff away from the school during that time, making it difficult for building-level work.

School Turnaround Principle #8: Effective Family and Community Engagement

Evidence Sources

Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, School District Focus Group, Community Partner Focus Group

Evidence Summary

Strengths

- Information collected through various qualitative sources found that relationships with a number of community partners (i.e. Tire Rack, Meridian, Community Food Bank, etc.) have been cultivated and are used to assist students and families and reduce barriers to students’ academic and personal growth.
- Students participate in a number of after-school programs, including Boys and Girls Clubs, Girls on the Run, Take 10, and Mindfulness.

Areas for Improvement

- Twice, transportation issues have necessitated the cancellation of the after-school Tier II support tutorial program, resulting in parents' lack of trust in the stability of the program.
- The principal and teachers expressed concern that indifference and apathy from parents, despite the school's efforts to accommodate them, is a major deterrent to students' success.